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ABSTRACT

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with helping ethnic minorities with career guidance. Addressed in the module are the following topics: determining one's own attitudes toward ethnic minorities and reasons for those reactions, explaining some of the career-related consequences of stereotyping ethnic minorities, improving interactions with ethnic minorities, planning for more culturally relevant career guidance materials for ethnic minorities, and communicating more effectively with ethnic minorities. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a handout, a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

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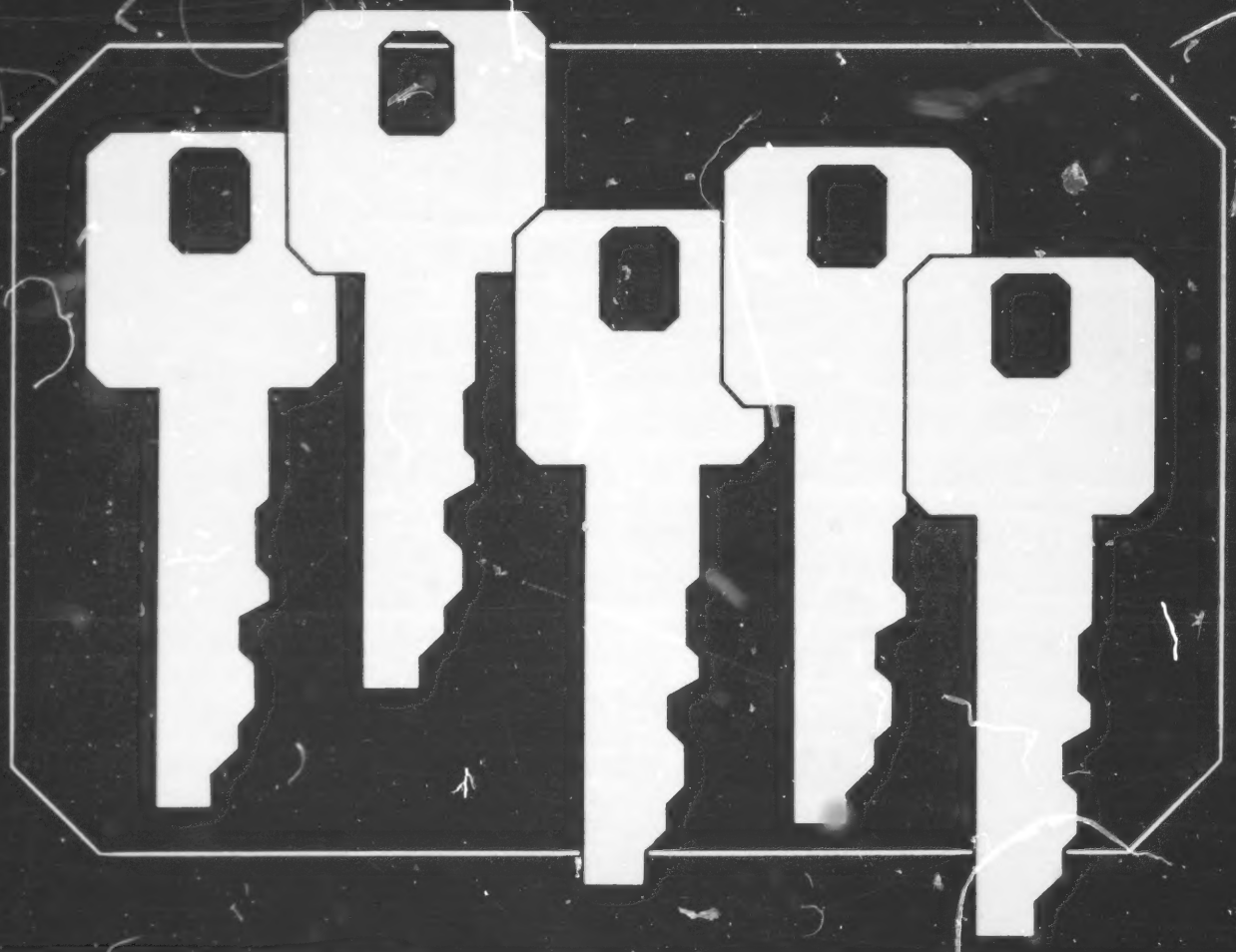
Help Ethnic Minorities with Career Guidance



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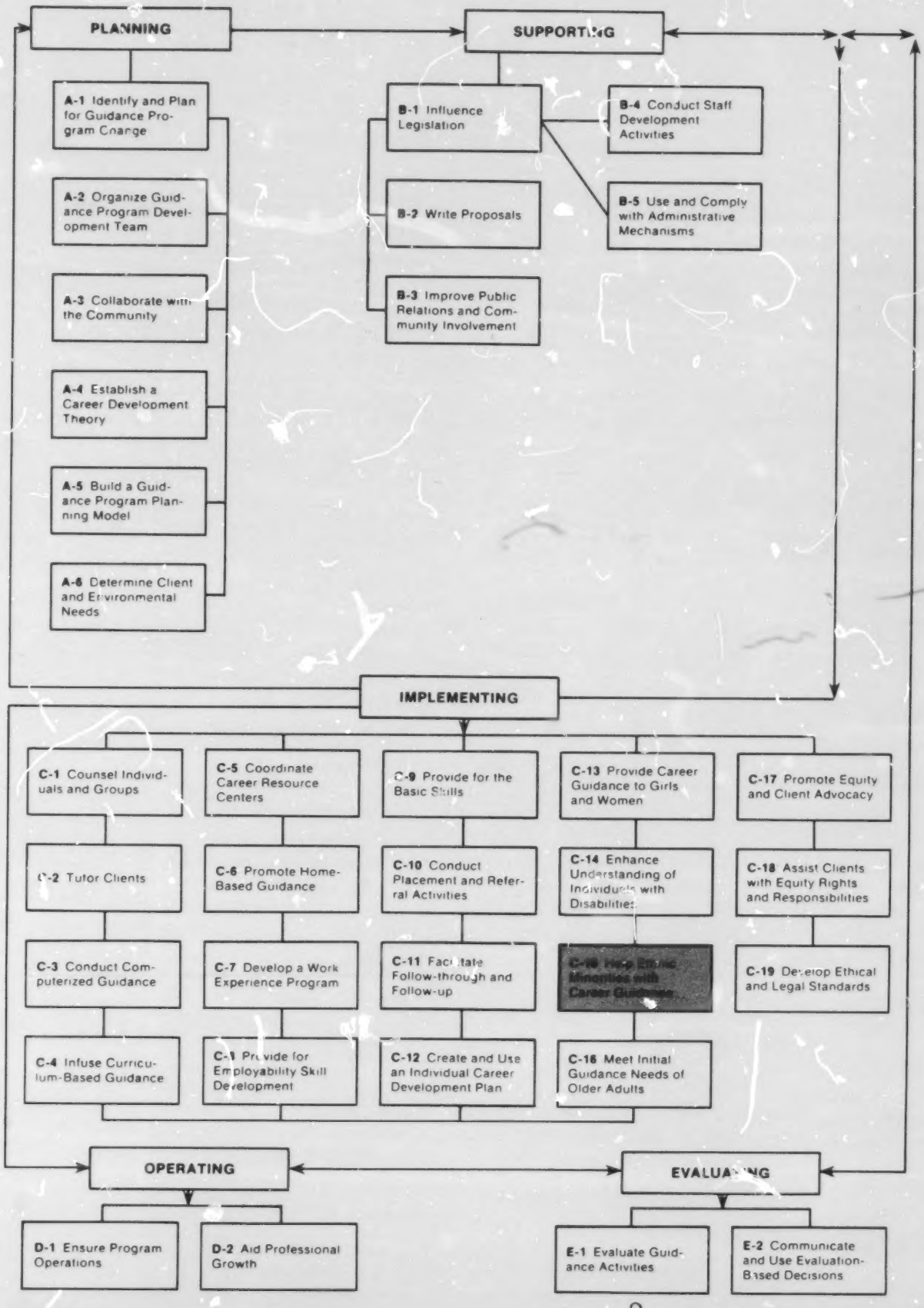
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Help Ethnic Minorities with Career Guidance

MODULE CG C-15

Module CG C-15 of Category C — Implementing
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
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in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
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- Installing educational programs and products.
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ABOUT THIS MODULE

HELP ETHNIC MINORITIES WITH CAREER GUIDANCE

Goal

After completing this module, career guidance personnel will be able to identify and make more appropriate use of: (1) attitudes toward ethnic minorities, (2) the effects of stereotyping them, (3) action-oriented behaviors for improving relations with them, (4) career guidance materials specifically designed for use by them, and (5) helpful sending and receiving messages for communicating with them.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Effective career guidance services are essential in a highly technological, ever-changing society. While these services are necessary for all people, they are especially needed for those ethnic minority persons whose career development patterns have been restricted by societal limitations. Professionals in schools, colleges, and universitites have expressed concern about the lack of effective career guidance services for this target group. Similar alarm has been voiced by workers in community agencies when they contemplate the unresolved career needs of people who are not attending educational institutions.

Not much has been written about the specific **career development needs of ethnic minorities** until recently. In addition, most training programs for career guidance personnel have not offered course work or practical experiences aimed at providing career guidance services specifically for ethnic minority persons. If minorities are to achieve equality as American citizens, it will be necessary for them to attain their highest educational, worker and career goals. Therefore, professionals and lay staff in schools, colleges, universities, and community agencies must meet the challenge of delivering better career guidance services to ethnic minority children, youth, and adults.

Several steps might be considered in providing better training in this area. First begin by helping guidance workers to increase their own understanding and acceptance of ethnic minorities and their attitudes and feelings toward them. Awareness of attitudes and feelings can lead to elimination of erroneous impressions but most us of need skills and behavior changes that go beyond that first step. Second, assist guidance personnel to acquire and practice ways to communicate effectively with ethnic minorities. This can be accomplished in part through training that focuses on sending and receiving clear messages. The products of these two steps, self-awareness and effective communication, are the keys to successful relationships in this important area of career guidance.

This module is designed as a very preliminary part of constructing the above two steps. Other modules must be added to this one to produce a much more comprehensive two-step training program. Those additional modules should delve into specific career guidance needs of this module's target group, as well as ways of assessing and addressing them. This introductory module focuses only on one very preliminary need--to have access to guidance personnel and materials that are culturally fair.

This module is written from the perspective of a member of the ethnic majority--a Caucasian--in North America. The intent is to provide suggestions for improving communication patterns and relationships with representatives of any ethnic minority group. It is assumed that minority group members are already skilled in the areas on which this module focuses. However, if you are such a person, you may want to work through the module to see if there are skill areas that you wish to extend and if you want to help other module participants achieve the learning objectives addressed here.

The following are terms used in this module:

Career--the pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined here to include occupational and education choices and patterns as well as other aspects of a person's life--personal and social behaviors, skills, social responsibilities, and leisure activities.

Career development--the life long process people use to gain skills in setting career goals and in developing, implementing, evaluating, and revising plans to define a career.

Career guidance--various types of assistance provided to help individuals in their career development. It may include instruction, counseling placement, follow-through, evaluation, and support procedures based on career planning and development needs.

Culturally relevant career guidance materials--career guidance materials that reflect the culture and experiences of the members of racial or ethnic groups.

Discrimination--the differential treatment of individuals, an overt or covert expression of prejudice.

Ethnic minority--a person who belongs to some racial or ethnic group and who identifies with a common and distinctive culture and/or language that is not that of the

population in a country. The term as used in this module refers to North America as the country and to Asian-Americans, blacks, Latinos, and Native-Americans as the ethnic minority groups.

Prejudice--a predisposition to act toward individuals and groups with a (typically) rigid, emotional attitude based on inadequate information and without regard for individual differences.

Receiving message--a response that communicates that someone heard the idea, thought, or feeling expressed.

Sending message--a response that communicates an idea, thought, or feeling.

Stereotype--a belief about all members of a human group in which little concern is shown for individual differences and facts, even when they are available.

Attitudes toward Ethnic Minorities

Competency 1 — **Describe some of your attitudes or feelings toward ethnic minorities and reasons for those reactions**

An **attitude** is a feeling or **emotion toward concepts**, people, or situations. We all have attitudes and feelings toward other people, especially toward those who are different from us. Most of us have learned such attitudes and feelings from significant individuals in our lives (e.g., relatives, friends, and other influential people). In fact, this learning probably happened during time periods when we were unaware that it was occurring. Often, we become aware that we have these attitudes only when someone responds, perhaps with annoyance, to us.

As was stated in this module's Introduction, the term "ethnic minorities" is used here to include any ethnic group that does not consider itself part of the majority, Caucasian, population in North America. Awareness of the nature and extent of our attitudes and feelings toward ethnic minorities is important because it provides us with the opportunity to change ones that are unreasonable or that produce negative results. Oftentimes we can be unaware that our attitudes are offending the people who are the objects of them. If we take the time to explore our responses, invariably we can be surprised at what we find. It is not easy to look objectively at our attitudes toward ethnic minorities. But it is a necessary first step in providing effective career guidance services for them.

One of this module's major purposes is to help you **increase your awareness** of the attitudes you held or currently hold. The assumption is that as you become more aware of your typical responses, you will have the freedom to decide which ones you wish to maintain and which ones you want to change. In that way, you will increase your chances of positively influencing the career development of people with whom you work.

Stereotyping Ethnic Minorities

Competency 2 — **Explain some of the career-related consequences of stereotyping ethnic minorities.**

What is the Nature of Ethnicity-Related Stereotypes?

A stereotype is a belief about all members of a human group; a belief that shows little concern for individual differences. Stereotypes make us see an "**exaggerated**" picture of the importance of certain characteristics.

Some of our stereotypes may be positive or appreciative in nature, such as the stereotype that women are nurturing and compassionate and, therefore, should take jobs in the human services field. It is the woman who does not fit the stereotype that is penalized by society and oftentimes by her own feelings of guilt. Hence, even **positive stereotypes** may have **negative implications** for some segment of any given group of people. The focus in this section is to examine the nature of common stereotypes used to label ethnic minorities and possible effects on them.

What are Some of the Common Sources of These Stereotypes?

Many social **stereotypes** that influence career development result **from distortions** presented in

movies, television, magazines, and other forms of **mass media**. An obvious example is provided in the many westerns in which the Native American worker is portrayed as speaking little or no English and acting extremely naive and gullible. Another instance is the "Amos and Andy" portrayal of the black workers as slow or even shiftless. One of the reasons for these ethnic stereotypes is that their users have had limited experiences with specific minority groups. They take whatever limited information or experience they have and apply it to all representatives of a group.

Mass media comprises only one vehicle for transmitting and reinforcing stereotypes. Certainly, school **textbooks** have stereotyped, omitted, and distorted the many contributions of ethnic minority groups in career fields and other areas throughout history. Rarely does one find reference to the extensive contributions ethnic minorities have made to government, social structures, medicine, foods, arts and crafts, technology, and military strategy. Omission or distortion of historical information often creates a climate in which stereotypes may grow and can subtly influence educators and even employers to limit the career options of stereotyped persons.

One of the most powerful sources perpetuating stereotypes is **verbal and nonverbal communication** (subtle or otherwise) from family, friends, and other significant persons. When an influential person makes discriminatory statements (e.g., tells antiminority jokes) listeners may believe the presented stereotype. This situation produces people who "know" many things, but whose knowledge is not always based on verifiable facts.

What is the Process of Learning Stereotypes and Responding to Them?

Stereotypes are internalized intellectually and emotionally and their internal responses can in turn influence **inappropriate and inadequate overt behaviors**. Social discrimination is the outcome. Sensitive to negative treatment, an ethnic minority person may consent to the behavioral expectations expressed in the stereotypes and may assume certain roles for survival. Others may learn to rationalize or deny the existence of negative treatment, while still others may absorb it and develop a negative self-concept because they believe the negative treatment is appropriate. This can lead to insidious results where individuals even become prejudiced against themselves. The end results for these people can be fear and anger directed at both themselves and others. Undoubtedly, you will be exposed to such responses in your career guidance contacts with ethnic minorities. How you help career developers identify and explore them will have major implications for the career planning and actions those people make.

Other responses to stereotypes may include perceiving every majority person as a potential source of pain, ranging from a social snub to outright violence. Some stereotyped people may react by demanding to be heard, insisting that justice be done, and moving beyond rhetoric into action. They may resist strongly the assumption that they are guilty until proven innocent. In any event, ethnic minority persons may tend to assume a **defensive attitude** when responding to an interethnic situation, such as ones that frequently occur in school and job environments. Career guidance personnel can help minorities prepare for possible social problems in both types of settings.

When interacting in such situations, majority persons also face a dilemma. They have been given **conflicting messages** by society. One message is that ethnic minority persons are inferior to them in ways that are important in the working world. The second message is that in today's democracy all people are equal relative to career opportunities and that no one should be the recipient of discrimination. How do people go about reconciling these two conflicting concepts? Some majority persons attempt it by denying that discrimination exists. They justify any actions that ethnic minorities perceive as discrimination by seeing only those actions that fit into their stereotypic picture.

Other majority persons, concerned with discrimination and fair play, have reacted perhaps out of guilt or conscience, with **tokenism and charity**--sometimes to the extreme. The implementation of policies of equal employment opportunities adopted by many businesses and industries frequently seem to reflect such tokenism. Ethnic minority career planners certainly will be exposed to this type of more subtle discrimination. However, this behavior is often communicated as paternalism and as an attempt to foster a dependency relationship. Anger is the end result when charitable actions do not seem to be appreciated by the ethnic minority groups. These emotions interfere with the acquisition of knowledge, distort judgment, and prohibit effective interpersonal relationships and communication.

Action Plan for Improved Interactions

Competency 3 — **Plan how to improve your interactions with ethnic minorities.**

The **inability to relate** with ethnic minorities is one of the major obstacles that prevents many career guidance personnel from providing effective services for them. You can begin to better understand them (in fact, any individual) if you have more contact and better relations. One method of increasing the contact is to have a **variety of experiences** with them on professional, social, or personal levels. With more experiences, usually you will become aware of both differences and similarities between you and them. This statement should not imply that all interactions with ethnic minorities will lead to positive results for you or them. The possibility of aversive consequences holds for any of our social interactions but hopefully they can be minimized by careful planning and thoughtful contacts.

Experiences such as eating meals, going to social gatherings, working on professional projects, or traveling with ethnic minorities can usually help you learn and grow as individuals and professionals. Successful interactions can afford you the opportunity to use first-hand information as a basis to change any negative attitudes or stereotypes to help you form genuine friendships. In addition, these contacts can increase your knowledge which can then be transferred to your communications and contacts with ethnic minority clients in your career guidance efforts.

Culturally Relevant Career Guidance Materials

Competency 4 — **Plan for more culturally relevant career guidance materials for ethnic minorities.**

Bias is prejudice--the favoring of one group over another, creating distortion of facts. Bias has too frequently been present in career guidance materials. Biased materials of interest for this module inaccurately portray ethnic minority persons. One problem with these materials is that they simply do not motivate or encourage ethnic minority persons to consider the careers presented. Having role models is important in the career decision-making process of most people, and it is especially so in the case of ethnic minorities who have been underrepresented or misrepresented in most career guidance materials. Another problem is that biased materials can foster ethnic stereotypes among members of the majority ethnic group.

Developing Culturally Fair Materials

Incorporating into existing materials culturally relevant career guidance content, specifically designed for ethnic minorities, is one solution to this problem. The chief advantage of this approach is that they display minorities in job areas where they are typically underrepresented. They also provide **role models** that might inspire ethnic minorities to develop interests in new and different job areas. Incorporating culturally relevant content into existing materials also demonstrates that you are genuinely trying to meet their career guidance needs.

The development of such materials for ethnic minorities requires creativity, time, knowledge of jobs, and some supplies. For example, one idea might be a scrapbook that illustrates ethnic minorities in traditional and nontraditional jobs. Another example is a slide/tape show that shows them in a wide variety of jobs, discussing the factors that motivated them to develop an interest in their job areas.

The development of a **scrapbook** that illustrates

ethnic minorities is a relatively easy task. First, the necessary materials are gathered. These include a scrapbook cover, pictures of ethnic minorities, and information on job areas. Covers for the scrapbooks are obtained from bookstores while pictures are taken from such ethnic minority magazines as *Ebony*, *Jet*, *Essence*, or *Nuestro*. Pictures of ethnic minorities who are currently working in various jobs also can be used. These pictures show ethnic minorities performing their jobs in their work settings. The *Occupational Outlook Handbook* (*O.O.H.*) and the *Dictionary of Occupational Titles* (*D.O.T.*) are typical and excellent sources to use for gathering information on various job families.

Scrapbooks may be arranged in several ways. One strategy entails presenting pictures of ethnic males and females in jobs that cluster together. This provides role models for both male and female ethnic minorities. A second strategy involves arranging pictures according to the *O.O.H.* or *D.O.T.* listing of jobs. This allows ethnic minorities to use the *O.O.H.* and *D.O.T.* with the scrapbook. A third strategy includes organizing the pictures according to one of the many other systems for categorizing jobs. Regardless of the format used, the idea is to provide pictures of ethnic minorities in a scrapbook that is attractive, creative, and practical.

The next portion of the scrapbook could be a description of each job listed earlier in the resume but this description could include information about education requirements, types of work, salary ranges, and job opportunities. The *O.O.H.* and *D.O.T.* are sources typically used for this information. Some scrapbooks include an audio tape with a brief description of the job areas illustrated in them. An ethnic minority person can then listen to this tape while reading the scrapbook.

Most good scrapbooks are **pilot tested** before they are implemented for general use. This testing process helps insure its appropriateness since the results can be used to direct necessary revisions. The pictures and descriptions also can be incorporated into existing career guidance materials.

A **slide/tape show** can also be developed. Again, traditional and nontraditional jobs where ethnic minorities are underrepresented are identified. Jobs in medicine, college teaching, engineering, law, communications, and architecture are a few examples. Information from the United States Department of Labor is a source often used in identifying such jobs.

The next step in the process is obtaining **pictures and taped interviews** with ethnic minority representatives in the various jobs presented. These interviews are used to ask the workers questions about significant factors that contributed to their job and career decision-making process. These questions address such factors as motivation, self-concept, personal interests, education, obstacles, and background experiences. The pictures show ethnic minority workers performing in their work settings.

The taped interviews are edited and significant comments and ideas that would be valuable for ethnic minority clients to hear are retained. Editing usually reduces each tape to 5 to 10 minutes. Each of the 5 to 10 minute interviews is then recorded on one tape according to the order selected for presenting them. Often some ethnic music or poetry that has an inspiring message to ethnic minority listeners is used as a background.

The pictures are processed into slides. Sometimes the slides are organized according to the *O.O.H.* or *D.O.T.* job families or sometimes by the order of the taped interview. Slide/tape shows are typically interesting, informative, relevant, and fairly brief (30 to 45 minutes). They often motivate ethnic minorities to seek more information about specific jobs and careers in general.

A slide/tape show, like a scrapbook, should be pilot tested. The most common test is to have ethnic minority persons view it and give feedback on on its value to them. After revisions, based on this feedback, the slide/tape show is then ready to be used with ethnic minority clients or incorporated into an existing career guidance slide/tape show.

The above materials can be used in a number of ways such as the following:

1. A scrapbook could be **duplicated** and a copy could be placed in every career guidance setting that is presented. This allows ethnic minority persons to look at the scrapbook whenever time permits.

2. A scrapbook or slide/tape show could be kept in one **central location**. Users could then access them during periods of the day as their schedule permits.

3. A scrapbook and slide/tape show could be used in a **program** that assigns a special day or evening to the presentation of job and career options.

4. A slide/tape show could be used as an activity in a **group experience** focusing on career development for ethnic minorities. It could serve as a stimulus for group discussion.

5. A scrapbook could be used in **one-to-one counseling** or advising sessions with ethnic minorities. It would serve as a basis for job and career exploration with these clients.

6. A scrapbook or slide/tape show could be **presented to large groups**. These resources could provide excellent role models for ethnic minority persons and also provide valuable information.

7. The development of a scrapbook or slide/tape show could be given as an **assignment** to ethnic minority clients. This would give them firsthand knowledge of various jobs and role models with whom they can identify.

8. A scrapbook or slide/tape show could be kept in a school, college, or public **library** either on reserve or available to check out.

9. A scrapbook or slide/tape show could be used to **supplement** and complement other information distributed to ethnic minority persons. Each resource could demonstrate to them that you are trying to meet their specific career development needs.

10. A scrapbook or slide/tape show could be used as an **example** to show other professionals how to develop culturally relevant career guidance materials that can be used with ethnic minorities.

11. The scrapbook pictures could be **incorporated** into existing career guidance scrapbooks.

12. The slide/tape show could be **incorporated** into existing career guidance slide/tape shows.

Examining Existing Career Guidance Materials for Cultural Fairness

Another approach for resolving the problems of ethnic bias in career guidance materials is to adopt and use specific standards and better procedures for **examining available products** to determine the nature and extent of their biases. In fact, you should employ such guidelines as you pick materials to incorporate into any resources you develop along the lines of suggestions presented in the preceding section.

In one approach to developing such guidelines, the *Council on Interracial Books for Children* (1975) published a useful description of how its staff reviewed for racist content a random sample of 100 career education materials. The Council's review team studied books and other printed material, films, filmstrips, cassettes, and records. Some of the team's findings were the following:

1. Whereas white workers were depicted with a variety of facial expressions and seemed to be taking their work seriously, blacks were usually shown as **grinning**.

2. Most minorities in leadership appeared to have been subjected to cultural "**whitewashing.**"

3. **Tokenism** was frequently reinforced and minority workers were often shown either working alone or together, but with no whites present.

4. Ethnic minorities were **seldom shown supervising** and training white workers or as thinkers, planners, or highly skilled employees.

5. Perhaps the clearest indication of pervasive racism was provided by materials showing whites as "serving" blacks only in professional capacities (e.g., as social workers, public health nurses, doctors, law enforcement officers). However, when blacks were depicted as "serving" whites their interactions centered around **food and hospitality services**.

6. Many materials tended to: (a) promote the myth of ethnic equality (e.g, in terms of power, social benefits, and privileges for all workers in the same occupational category); (b) ignore cultural variations; and (c) encourage submissive attitudes toward employers.

The team ended its report by recommending a set of strategies for **countering** ethnic bias in instructional materials. Two of these are particularly appropriate for this module. First, the report suggests that teachers and guidance personnel can use as discussion stimulators racist connotations uncovered in materials. In discussion groups, questions such as the following can be investigated:

1. Which **minority groups** were shown in this material?

2. Were their roles presented to reflect the **current realities** of society or to reflect society as it ought to be? In either case, did the text

(or film commentary) discuss injustice to minorities?

3. What might the author or film producers have done to show this minority group in a **more positive** way?

4. What three things would have been **different** if all of the white people were shown as blacks, for instance, and all of the minorities as whites?

5. Can you see why it is especially important for minorities to consider more **professional careers** rather than just jobs?

Second, the report presented the checklist the team employed to organize its review process. Sample 1, "Checklist for Reviewing Career Education Materials for Racist Content" can be adaptable for your use. Its content reflects the Council's standards and its assessment procedures operationalize the review steps the team followed. Both can be helpful as you examine available career guidance materials or develop your own.

Sample 1

Checklist for Reviewing Career Education Materials for Racist Content[1]

Name of Reviewer: _____

Date: _____

Title: _____

Film: _____ Book: _____

Filmstrip: _____ Other: _____

Number of pieces included in set: _____

VISUAL ANALYSIS

Overt Factors

What percentage of total number of workers shown are minority people? ____

Of this percentage what is the percentage of males? ____ Females? ____

A = Virtually Always U = Usually OF = Often O = Occasionally N = Virtually Never

	A	U	OF	O	N
1. Are minority people stereotyped by skin color, facial features, hair styles, etc.?					
2. Are minority people isolated from white coworkers?					
3. Are minority people being supervised or taking directions?					
4. Are minority people shown supervising or training white workers?					
5. Are minority workers shown looking indecisive or confused?					
6. Are minority people shown as thinkers, planners, or highly skilled workers?					
7. Are minority workers shown as unskilled workers?					
8. Are minority people shown serving white people?					
9. Are white people shown serving minority people?					
Covert Factors					
10. Where people are shown doing socially useful work, are minority people adequately and positively represented?					
11. Are minority people pictured against backgrounds that are culturally incongruous?					

[1]From: Council on Interracial Books for Children, *Racism in Career Evaluation Materials: Study of 100 Career Education Materials*, 1975.

CONTENT ANALYSIS (WRITTEN & ORAL)

	A	U	OF	O	N
Overt Factors:					
1. Are relative advantages and disadvantages of each occupation discussed?					
2. Does the material state or imply that accents, physical characteristics, or other personal traits are disadvantages in an occupation?					
3. Does the material explain the worker's rights as well as responsibilities?					
4. Does the material explain the employer's responsibilities to the worker?					
5. Is testing used or suggested as the best way to determine one's ability to perform a job?					
6. Does the material use derogatory terms (e.g., "boy" instead of "man" when referring to an adult)?					
7. Does the material encourage optimal educational experiences rather than minimal/limited training?					
8. Do the materials encourage minority children to accept limited rights and limited roles?					

COMMENTS:

SPECIFIC REFERENCES:

Please cite specific examples of racially offensive material by page number, frame number, or approximate location in films.

Communicating with Ethnic Minorities

Competency 5

Communicate more effectively with ethnic minorities.

Effective communication is an important component of any meaningful relationship among individuals or groups. Developing effective communication skills with ethnic minorities is an essential step toward providing better race relations and career guidance services. If you can effectively communicate with ethnic minority persons, you are able to establish **genuine interpersonal relationships** with them. These relationships can then serve as a basis for you to help them with a wide variety of their personal, social, or career development concerns. Moreover, the fact that you make a serious effort to communicate effectively demonstrates to them that you are trying to better understand and relate to them. This is an important message to communicate because ethnic minorities very often perceive majority persons as not really wanting to learn how to communicate with them.

Honest communication, meaningful dialogue, and the development of genuine and authentic relationships with ethnic minorities require a commitment from you. An **authentic relationship** is one in which there is a full recognition of differences between you and the person or persons with whom you are communicating and a mutual appreciation and valuing of these differences. But how are authentic relationships formed? Fortunately, some of the communication skills found to be effective in developing such relationships have been identified. A few of these skills are presented here. The purpose of this section is to help you learn how to use these skills to send and receive messages in communicating during the career guidance process with ethnic minorities. This section will also present examples of how to send and receive messages.

All communication involves sending and receiving messages. It is equally important to accurately receive a message as it is to send a clear message.

Sending Messages

Three ways to send messages in responding to ethnic minority persons are as follows:

1. **Providing decision alternatives.** This type of response offers the individual a **range of options** or choices for solving a problem. These responses can be used when a person presents you with any type of career development concern. The main idea is to discuss some of the alternatives that are available to help resolve the concern. Exploring career options is probably the most salient career guidance illustration of this skill. Once the alternatives are presented, the advantages and disadvantages of each alternative are discussed. Providing alternatives and discussing their possible consequences can be helpful to any person who is seeking solutions to a career problem.

2. **Providing encouragement.** This type of response helps the individuals acquire the **motivation** and desire to succeed in their career development. These responses can be used as positive reinforcement of wise career decision making and planning. They can serve the purpose of communicating that you are aware of the individuals' progress and that you want to let them know that. These responses can also help ethnic minorities to build more positive self concepts and to feel better about their ability to achieve.

3. **Providing challenges.** This type of response stimulates individuals to consider **new directions**. Here they are stimulated to reach beyond their current levels of achievement or success and to seek higher goals. Responses of this type can be used to help ethnic minority persons reevaluate their present career plans and achievement. Providing challenges is a way of communicating to them that you believe they are capable of a higher level of achievement.

Receiving messages

Three ways to receive messages from ethnic minority persons are as follows:

1. **Acknowledging messages.** To acknowledge

a message means to communicate that you have **heard what the person said**. This could be done by nodding your head up and down or saying, "I heard you." The intent is to indicate that you are really listening to what the person is saying. By acknowledging the career-related messages that ethnic minority persons send, you can also communicate that what they are saying is really important.

2. **Accepting messages.** To accept a career-related message communicates that you heard and understood what the person said, that you **do not wish to judge** it as unfavorable or undesirable, and that you might want to respond further to it. These responses communicate that you accept the message, care about the person, and want to help. Accepting messages in situations where language differences exist communicates that you are really trying to understand the other person in spite of those barriers.

3. **Empathizing messages.** Empathic messages communicate that you hear and **accept the feelings** or emotions an individual expresses about a career problem and want to respond to it. This can be done by saying that you understand what the person is feeling and then reflecting back to him or her the feeling or feelings you thought were communicated. Empathic messages communicate that you are aware of the feelings being expressed, you are experiencing one (or all) of them yourself, and you are responding to them.

Examples of Sending and Receiving Messages

The following are examples of three ways to send and three ways to receive career development messages in communicating with ethnic minority persons. Each response represents one of the previously discussed three ways to send and three ways to receive messages.

Sending Messages

1. **Providing Decision Alternatives**

   Statement: I would like to attend a college or university, but I'm having trouble deciding which one I ought to apply to.

   Message: Let's talk about some large, medium, and small colleges and universities. We can make up a list of your top ten choices and then talk about the advantages and disadvantages of attending each one. We can also talk about what you plan to major in and find out how many of the colleges and universities offer a program in that area. We may also want to consider how expensive each college or university would be. Let's go back and begin to make up that list of colleges and universities.

2. **Providing Encouragement**

   Statement: I still can't make up my mind. I wonder whether the test results can help me to decide. I still want engineering but . . .

   Message: All the data lead me to think that engineering is a reasonable course for you. The test results, as well as everything else you have told me, indicate that you are on the right track.

3. **Providing Challenges**

   Statement: I never will be successful because I don't make good grades in school.

   Message: I think you can be successful at many different careers. Have you ever thought about all the career opportunities that are available to you? Let's take a look at some of your abilities, interests, and values, and match them to some careers. If you are willing to work hard I know you can become a successful person in many areas!

Receiving Messages

1. **Acknowledging Messages**

   Statement: The only thing that's clear to me is that my career is all mixed up. I want to try to fix it, but I can't. I want to be strong, but I'm acting weak. I want to make up my own mind, but I'm letting everybody sway me in every direction. It's one big mess.

Message: Mm-hm. You have a lot of feelings and concerns about your career. I would like to hear more of them.

2. **Accepting Messages**

Statement: O.K., I'll say it: you hate me because of my black skin.

Message: I do dislike you at times but for a different reason. I feel you are not treating me as an equal. You act superior, defiant, and hostile. It seems you need to be hostile to me because you assume that I am hostile to you.

3. **Empathizing Messages**

Statement: My mother never gives me any credit when I get good grades.

Message: I know how bad you're feeling right now. You want your mother to care about you and your grades and it seems that she doesn't care. Let's share those feelings a little more.

These ways of sending and receiving messages are useful in most communication. Responses that provide information on career alternatives can be used where individuals are expressing confusion about school, career, or life goals. These responses provide valuable career information which is one of the main expectations of ethnic minorities. Providing encouragement responses can be used to reward clients who are achieving, to help them build self confidence, and to attain a sense of hope. Responses that provide challenges help them to become motivated. These responses can be used in situations where a person needs a "push" or "nudge" to move in a forward direction.

Acknowledging responses can be used in any communication with ethnic minorities. These responses let them know that you are listening. Such messages can be stated in a few or many words. Accepting responses can be used to communicate that you are listening and have some feedback to give. These messages help ethnic minorities feel more comfortable self-disclosing and sharing feelings. Empathic responses can be used to communicate that you care about the person's concern or problem.

NOTES

Learning Experience 1

Attitudes toward Ethnic Minorities

OVERVIEW

COMPETENCY	Describe some of your attitudes or feelings toward ethnic minorities and reasons for those reactions.
READING	Read Competency 1 on page 7.
LEARNING OBJECTIVE	Write a statement that meets these criteria: (1) summarizes three of your attitudes and feelings toward ethnic minority persons; and (2) provides the two most important reasons why you hold each attitude or feeling.
INDIVIDUAL ACTIVITY	Identify attitudes you and others hold toward ethnic minorities.
INDIVIDUAL FEEDBACK	Have at least one person compare your responses with provided criteria.
GROUP ACTIVITY	Participate in a series of various sized groups to discuss your and other group members' attitudes toward ethnic minorities.

INDIVIDUAL ACTIVITY

Identify attitudes you and others hold toward ethnic minorities.

Review the reading for Competency 1 on page 7. It focuses on attitudes toward ethnic minorities. When you have completed your reading, review the following points.

1. All of us have attitudes and feelings toward other people especially toward individuals and groups who are different from us.
2. It is most important for us to be aware of our attitudes and feelings toward ethnic minorities.
3. Awareness of our attitudes and feelings toward ethnic minorities is a necessary first step in providing effective career guidance services for them.
4. Most of us learn our attitudes and feelings toward ethnic minorities from people whom we admire or trust.
5. Therefore, if we are aware of our negative attitudes and feelings toward ethnic minorities, we can change those attitudes and feelings by relearning them or learning different ones.

Interview at least two people you know well. Ask them to discuss their past and present personal, social, or professional experiences with members of a racial or ethnic group different from the one to which they belong. Ask them to discuss only those experiences they feel comfortable sharing with you.

Once you have conducted your interviews, write a statement that summarizes three attitudes and feelings you have towards ethnic minorities. Include at least two major reasons why you hold each attitude or feeling (e.g., personal experiences, social experiences, life influence, knowledge, and so forth).

INDIVIDUAL FEEDBACK

Have at least one person compare your responses to the Individual Activity with provided criteria.

Find at least one person to review what you wrote in the Individual Activity. Perhaps one (or both) of the two people you interviewed would be willing to do this for you. You learned something about their attitudes toward ethnic minorities; this will give them a chance to learn something about yours. In checking to see if you successfully completed the activity, they should make sure you did each of the following:

1. Clearly described at least **three separate** attitudes and feelings you have toward ethnic minority persons.
2. Stated only attitudes that you currently hold.
3. Provided for each attitude and feeling **two separate** reasons why you developed it and are maintaining it.
4. Stated only reasons that clearly are important to you as well as show what caused or led to the attitudes.

Revise your responses until the one or two people you asked to review what you write agree that you have met the above criteria.

GROUP ACTIVITY

Participate in a series of various sized groups to discuss your and other group members' attitudes toward ethnic minorities.

Note: The Individual Activity should be completed before this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell participants that they will now experience an activity to help them complete a final review of their attitudes and feelings toward ethnic minorities.	This group activity should build on the individual one they have just completed.
2. Have participants read the description of the handout, "Continuing to Become Aware."	

Facilitator's Outline	Notes
B. The Rounds	
1. **Round 1:** (15 minutes)	
a. Place participants in pairs (one ethnic majority and one ethnic minority, if possible). Beginning the activity with participants in pairs will help them to begin to disclose their true feelings and attitudes. It should make them feel more comfortable and secure.	Using a large room or a few smaller rooms will help make these group sessions more effective.
b. Ask them to discuss their past and present personal, social, or professional experiences with members of a racial or ethnic group different from the one to which they belong. They may discuss whatever experiences they feel comfortable sharing.	
2. **Round 2:** (15 minutes)	
a. Place participants in groups of four. The participants should now feel more comfortable.	
b. Ask them to continue to discuss the same or additional experiences.	
3. **Round 3:** (15 minutes)	
a. Place participants in groups of eight.	
b. Ask them to continue to discuss the same or additional experiences.	
4. **Round 4:** (15 minutes)	
a. Ask participants to form one large group.	
b. Encourage them to orally summarize their previous discussions and to share any insights they might have gained as a result of these discussions.	

Facilitator's Outline	Notes
C. Wrap Up	
1. Ask participants to review their final revisions of their written statement in the Individual Activity to see if there are any ways they would like to change/improve their responses.	Make sure participants work individually to complete these final activities.
2. Encourage them to look back to insure that they have achieved the learning objective for this set of activities.	

NOTES

Handout

Continuing to Become Aware

This activity will help you to become more aware of the attitudes and feelings you have toward ethnic minority persons. You will work in successive groups of two, four, and eight for this activity. You will be asked to discuss your past and present experiences with members of a racial or ethnic group different from the one to which you belong. In discussing these experiences, please participate at your own level of comfort. That is, you determine the topics of your discussion. The workshop facilitator will present the format for the activity and answer any questions you may have.

NOTES

Learning Experience 2

Stereotyping Ethnic Minorities

OVERVIEW

COMPETENCY	Explain some of the career-related consequences of stereotyping ethnic minorities.
READING	Read Competency 2 on page 7.
LEARNING OBJECTIVE	List from memory five possible career-related effects of stereotyping ethnic minority persons; and those effects mentioned in the appropriate section of the reading.
INDIVIDUAL ACTIVITY	List possible effects stereotyping can have on the career development of ethnic minorities.
INDIVIDUAL FEEDBACK	Compare your responses with those described in the reading.
GROUP ACTIVITY	Participate in a group in which participants role play a social event consistent with labels provided to them.

INDIVIDUAL ACTIVITY

List possible effects stereotyping can have on career development of ethnic minorities.

Review the reading for Competency 2 on page 7. It discusses the nature of ethnicity-related stereotypes, common sources of them, ways they are learned, and typical responses to them. When you have finished reading that section, review the following points listed below to insure that you have learned the key concerns presented in the reading:

1. A stereotype is a **belief** we have that is used to label ethnic minorities.
2. Such stereotypes can be **positive or negative**, but both may have negative implications for the career development of ethnic minorities.
3. Many stereotypes are **learned** at a young age, ingrained, and never challenged.
4. One reason we stereotype ethnic minorities is that we have had **limited experiences** with them.
5. Mass media have produced and **reinforced stereotypes** about ethnic minorities, including ones related to careers.
6. School **textbooks** also have stereotyped, omitted, and distorted the many contributions of ethnic minorities throughout American history.
7. Influential people, family, friends, and significant others also **perpetuate** our stereotypes verbally and nonverbally.
8. It is important that we begin to **examine** our personal stereotypes.

Once you have covered this reading material to your satisfaction, list five possible effects stereotyping can have on the career development of ethnic minorities. Preferably, these examples should come from your personal experience. However, if you have difficulty selecting them, at least recall and list some of those you read about in the reading.

INDIVIDUAL FEEDBACK

Compare your list with the reading for Competency 2, which identifies the possible career-related effects of stereotyping ethnic minorities. Make sure that you find appropriate statements for each of the five career consequences you named. Find someone who can verify the accuracy of your answers.

GROUP ACTIVITY

Note: The Individual Activity should be completed before this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell participants that they will now participate in an activity to help them learn stereotypes used to label ethnic minorities.	Point out the relationship of this and the Individual Activity. Most important of all, be aware of the sensitive nature of this activity. It is intended to help participants appreciate the powerful effects of ethnic labels. It is **not** designed to affront or produce hostility. Depending on the nature of your workshop's participants, you might want to take time to explain these thoughts to them.
2. Have participants complete the Individual Activity.	
3. Have participants read the handout "Eliminating Stereotypes about Ethnic Minorities" on page 33.	
B. Role Play	
1. Have participants stand and form a large circle around you.	
2. Ask participants to fantasize the following experience and you describe it to them (5 minutes): "You have received a mailed invitation to attend a social gathering next weekend.	In the role play, you play the host/hostess.

Facilitator's Outline	Notes
You would like to go but you're not sure who sent the invitation. You decide that you will go just to see who else attends. The evening has come and you have arrived at the party. Your host is at the door to greet you. Your host welcomes you to the party and says that all you have to do to enter the party is to promise to communicate at least once with everyone at the party according to the labels they are wearing on their backs. You have agreed to do this and are about to enter the party."	
3. At this point, have participants turn backwards so that everyone in the circle is facing outward. Ask them to remain in this position until they receive further instructions from you.	
4. Randomly place around the neck and on the back of each participant one of the labels you have made. Inform the participants that the labels are being placed on their backs randomly.	Prepare these labels in advance and suspend each one on one and a half to two feet of string. Use 8 1/2" X 11" cardboard with holes punched near two corners (for the string). Each label should contain one to three words that summarize a negative stereotype frequently used to categorize ethnic minority persons in their jobs. Some suggestions for labels are included on page 33. If you use other ones, try to make them relate to career development issues to which ethnic minorities frequently are exposed.
5. Ask the participants to remember to interact at least once with each person at the party according to the label the guest is wearing.	
6. Tell participants that they may now enter the party and begin to interact.	
7. After 15 minutes, ask participants to once again form a circle around you, keeping their labels on and facing inward.	It will be easier on all of you if everyone sits down while completing this activity.
8. Have participants verbally respond to the following questions in a large group discussion: (10 minutes)	

Facilitator's Outline	Notes
a. What surprised you most about what you said to the other members of the group in response to their labels? What were you feeling when you made those statements?	
b. How did you feel about what the other members of the group said to you?	
c. Do you know what label you are wearing?	
9. Have participants look at their labels and verbally respond to these questions: (10 minutes)	Be especially responsive to the reactions of any ethnic minority participants.
a. How do you feel about the label you are wearing?	Do not rush this "ventilation" time. Ensure that all participants' feelings are heard and accepted. Help them constructively resolve those reactions.
b. How did you feel when being treated based on your label?	
C. Wrap Up	
1. Ask participants to review their final revisions of the list in the Individual Activity to see if there are any improvements they would like to make based on experiences they have just had with stereotypes.	Encourage participants to work individually to complete these final tasks.
2. Encourage them to check to see if they have achieved the learning objective for Competency 2.	

NOTES

Handout

Eliminating Stereotypes about Ethnic Minorities

This activity will help you to learn about the effects of stereotyping ethnic minority persons. You will work in a large group for this activity. You will be asked to wear a label and to fantasize that you are at a social gathering. You will communicate with each person at the gathering at least once according to his/her "label." This means that you will be expected to say or nonverbally show any responses you have as soon as you have read a label. Please wait for the workshop facilitator to give you the instructions for this activity.

Suggestions for Labels

Wetback	Lazy Nigger
Colored	Squaw
Nigger	Polock
Spook	Pickaninny
Jigaboo	Welfare Cheater
Wap	Spade
Dago	Kung Fu King
Boy	Redskin
Slant Eyed	Jap
Chink	Spic
Dum Nigger	Cool Nigger
Chicano	Brave
Bad Nigger	Uncle Tom
Spanglish	Oreo
Gal	Guchee
Nigga	Coon

NOTES

Learning Experience 3

Action Plan for Improved Interactions

OVERVIEW

COMPETENCY	Plan how to improve your interactions with ethnic minorities.
READING	Read Competency 3 on page 9.
LEARNING OBJECTIVE	Write an action plan for improving your career-related relationship with ethnic minority persons. Your completed plan must include: the name of the ethnic or racial group, a description of the career-related activity, a statement of when and where it will take place, a list of resource persons who could help, and an explanation in detail of how your plan will be implemented.
INDIVIDUAL ACTIVITY	Complete an outline of a personal plan.
INDIVIDUAL FEEDBACK	Ask a colleague to assess your plan using suggested criteria.
GROUP ACTIVITY	Participate in groups to identify additional ways of improving your relationship with ethnic minorities.

INDIVIDUAL ACTIVITY **Complete an outline of a personal plan.**

Review the reading for Competency 3 on page 9. It briefly discusses a few strategies for how people can improve their relationships with ethnic minorities. This brief introduction is designed to help you identify and learn behaviors and activities you can use to have more contact or better interactions, especially ones related to your career development and that of ethnic minorities you contact.

After you have completed the reading, see if you agree that the following are the points that should be stressed.

1. You can better understand ethnic minority people if you have more contact and better relations with them.
2. You can have professional, social, or personal experiences with them.
3. Through such experiences you can learn about their culture, lifestyle, and communication styles.
4. You can use these experiences as a basis to change negative attitudes or stereotypes you have about ethnic minorities, learn more about their and your own career development, and form genuine relationships with them.
5. Your inability to relate with ethnic minorities prevents you from providing effective career guidance services for them.
6. Experiences with ethnic minorities can help you learn how to relate and establish rapport with them.

Complete the following worksheet.

Worksheet
Action Plan

Directions: Develop a personally relevant and appropriate action plan that you could implement to improve your relationship with ethnic minority persons. In developing this plan, specify an activity or activities that you can accomplish within a two-week period. Try to plan ones related to career development issues--such as the school and work decisions your ethnic minority contacts are facing, their current job experiences, or their past career development stages. Be as specific as possible in your plan. Respond to the following questions to develop your action plan. Feel free to add more parts to your plan.

ACTION PLAN:

A. On what cultural group (other than your own) will your plan focus?

B. What is the general nature of the activity or activities in which you will engage? Remember, try to make it as career-related as possible.

C. When (what date/time) will this activity take place?

D. What resource persons will you contact for this activity?

E. Where will this activity take place?

F. How will you implement your action plan? (Explain in detail.)

INDIVIDUAL FEEDBACK

Ask a colleague to assess your plan using suggested criteria.

Successful completion of the worksheet requires that your action plan meets these criteria.

____ 1. You must provide answers for each of the six questions listed on the worksheet.

____ 2. You must identify a discernible cultural group that your workshop facilitator can understand.

____ 3. The activity or activities you describe must be outlined in sufficient detail so that one can determine its/their appropriateness to the cultural group you selected. Preferably, the activity or activities will relate to the career development of the persons with whom you will be involved.

____ 4. You must name specific time(s) and location(s) where the activity will occur.

____ 5. You must list at least two resource persons and be able to convince the facilitator that they are appropriate choices for the purposes you intended.

____ 6. You must include at least three details about how you will implement your plan so the facilitator agrees that it seems likely you will use it.

Your plan must meet all six criteria. Work with a colleague to resolve any problems that prevent acceptance of this document and agreement that you have met the learning objective of this section.

GROUP ACTIVITY

Participate in groups to identify additional ways of improving your relationship with ethnic minorities.

Note: The Individual Activity should be completed before these Group Activities begin. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell participants that they will participate in an activity to help them identify and learn behaviors and procedures they can use to have more contact or better relations with ethnic minorities.	Point out the relationship between these group activities and the preceding individual one.

Facilitator's Outline	Notes
2. Have participants read the handout "An Action Plan" on page 41.	
B. The Rounds	
1. **Round 1:** (20 minutes)	
a. Place participants in groups of eight.	
b. Ask them to discuss behaviors or activities that they can use to have more personal contact and better relations with ethnic minorities.	
2. **Round 2:** (15 minutes)	
a. Place participants in one large group.	
b. Ask the small groups to present their list of behaviors and activities to the large group and discuss briefly each behavior and activity. Each sheet of paper should be taped to the chalkboard before the group presents it.	Prepare these materials in advance.
3. **Round 3:** (5 minutes)	
a. Ask participants to raise questions or make comments about the behaviors and activities presented in this activity.	
C. Wrap Up	
1. Ask participants to review their final revisions of the worksheet in the Individual Activity to determine if there are any improvements they would like to make based on the group experiences they have just had.	
2. Help any persons who feel they have not yet achieved the learning objective for Competency 3.	

NOTES

Handout

An Action Plan

Work in groups of eight and a large group for this activity. You will be asked to develop a list of action oriented behaviors or activities that you can use to improve your relations with ethnic minorities. Try to specify activities that will help your own career development and that of the ethnic minorities you contact. Please wait for the workshop facilitator to give you further instructions for this activity.

NOTES

Learning Experience 4

Culturally Relevant Career Guidance Materials

OVERVIEW

COMPETENCY	Plan for more culturally relevant career guidance materials.
READING	Read Competency 4 on page 9.
LEARNING OBJECTIVE	Write a plan for evaluating and using culturally relevant career guidance scrapbooks or slide/tape shows for use with ethnic minority persons in local community settings. Your completed plan must specify: a method of obtaining the materials, the name of the target audience, a statement of when and where these materials can be shown to the audience, a description of how these materials can be integrated with other career guidance and counseling materials, and an explanation of how your plan will be implemented.
INDIVIDUAL ACTIVITY	Complete an outline of a plan for evaluating and using this type of material.
INDIVIDUAL FEEDBACK	Have a colleague review your plan to determine if it meets all suggested criteria.
GROUP ACTIVITY	Participate in groups to identify ways of improving your plan for evaluating and using culturally relevant career guidance materials.

INDIVIDUAL ACTIVITY

Complete an outline of a plan for using this type of material.

Review the reading for Competency 4 on page 9. Ideas for developing and using culturally relevant career guidance materials are presented there. After completing the reading, check your understanding against the following list of ideas. These are the key points that you should have acquired from the reading:

1. **Bias** has been present in some career guidance materials in that they inaccurately portray or fail to portray ethnic minorities. Such materials do not motivate or encourage minorities to consider some jobs and careers.

2. Having **role models** is important in the career decision-making process, but many ethnic minorities do not have role models. Incorporating culturally relevant content and activities materials into existing materials is one solution to this problem.

3. A **scrapbook** and **slide/tape** showing ethnic minorities in a wide variety of jobs or careers are two examples of such materials. They can inspire minorities to develop interests in new and different areas. The development of such materials indicates that you are genuinely trying to meet their career needs.

4. The **development** of culturally relevant materials for ethnic minorities **requires creativity**, time, knowledge of jobs and career areas, and some materials.

5. The development of a **scrapbook** that illustrates career options for ethnic minorities is a **relatively easy task** including activities such as:

   a. Gathering materials including scrapbook cover, pictures of ethnic minorities, and information on job and career areas. Included there could be job and career areas that illustrate unique opportunities for persons with specific ethnic and language characteristics.

   b. Organizing the pictures in the scrapbook.

   c. Listing a short description of each job or career in the scrapbook.

   d. Pilot testing the scrapbook with ethnic minority representatives.

   e. Using the scrapbook in conjunction with existing materials.

6. The development of a **slide/tape show** that presents ethnic minorities in a wide range of careers is also **relatively simple**. Activities such as the following are involved:

   a. Identifying traditional and nontraditional jobs and careers where ethnic minorities are underrepresented.

   b. Searching for jobs and careers that can illustrate unique opportunities for workers who have specific ethnic language characteristics.

   c. Interviewing ethnic minorities in these careers and obtaining their pictures (at work).

d. Editing the tape and recording significant comments and ideas that would be good for minority clients to hear.

e. Processing the pictures into slides and determining their order of presentation.

f. Pilot testing the slide/tape show with ethnic minority representatives.

g. Incorporating the slide/tape show into existing materials.

7. Another strategy for resolving ethnic biases in career guidance materials entails developing a **set of standards** for evaluating those products and using a structured procedure for determining the nature and extent of biases in them.

8. The "Checklist for Reviewing Career Education Materials for Racist Content" is an example instrument that you can adopt when you are receiving published materials.

9. There are specific strategies for countering ethnic bias in instructional materials.

Once you feel you have learned the main ideas from reading this section, complete the following worksheet.

Worksheet
Plan for Evaluating Materials

Your task is to write a plan for evaluating and using culturally relevant career guidance scrapbooks or slide/tape shows in your work setting. In developing your plan, respond to the following questions:

A. How will the scrapbook or slide/tape show be acquired (e.g., self-developed, borrowed, copied, purchased, etc.)?

B. How will you evaluate for ethnic bias in the scrapbook or slide/tape show, and the content material incorporated into it.

C. What will be the target audience (e.g., classes, counseling groups, individual clients, etc.)?

D. Where will the scrapbook or slide/tape show be used with this audience?

E. When will the scrapbook or slide/tape show be used with this audience?

F. How will the scrapbook or slide/tape show be integrated with other career guidance and counseling materials?

G. How will you implement your action plan in your work setting? (Explain in detail.)

INDIVIDUAL FEEDBACK

Have a colleague review your plan to determine if it meets suggested criteria.

Your action plan must meet each of the following criteria:

1. You must provide answers for each of the seven questions.
2. You must state exactly how you will obtain and evaluate the materials so the facilitator believes it is feasible.
3. You must identify a discernible cultural group that your facilitator can understand.
4. You must name specific times and locations where the activity will occur.
5. You should outline in sufficient detail the ways you will integrate your approach with other career guidance materials so that the facilitator can determine their appropriateness to the target audience and to the other materials.
6. You must include at least three details describing how you will implement your plan so that your facilitator agrees that it seems likely you will use it.

When your plan is ready for review, schedule some time with a colleague. Your plan must meet all six criteria. Work to resolve any problems that prevent acceptance of this document and agreement that you have met the learning objective of this section.

GROUP ACTIVITY

Participate in groups to identify ways of improving your plan for evaluating and using culturally relevant career guidance materials.

Note: The Individual Activity should be completed before these Group Activities begin. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Have participants read the handout "Evaluating and Using Culturally Relevant Career Guidance Materials" on page 49.	

Facilitator's Outline	Notes
B. The Rounds	
1. **Round 1:** (20 minutes)	
a. Place participants in groups of six.	
b. Ask each group to develop a plan for evaluating and using culturally relevant career guidance materials in their work settings. The outline for this plan should be written on a blank sheet of paper. Each group should work on one project as a team. The worksheet "Plan for Evaluating Materials" on page 45 should be used as a guide for this activity.	Stress that the purpose of these Group Activities is to help them improve their individual plans. It is hoped they pick up creative ideas they overlooked earlier in the Individual Activity.
2. **Round 2:** (10 minutes)	
a. Place participants in a large group.	
b. Ask members of each group to discuss how the plans they developed can be used with ethnic minorities.	
C. Wrap Up: (20 minutes)	
1. Ask participants to review their final revisions of the worksheet in the Individual Activity to see if there are any improvements they care to make based on their recent group experiences.	
2. Help any participants who feel they have not yet achieved the learning objective for Competency 4.	

Handout

Evaluating and Using Culturally Relevant Career Guidance Materials

This activity will help you learn how to evaluate and use culturally relevant career guidance materials that are appropriate for ethnic minorities. You will work in teams of six and in a large group for this activity. Your team will be asked to develop a plan for evaluating and using culturally relevant career guidance materials in your team members' work setting.

To begin the activity please review and examine the section of an ethnic minority career guidance scrapbook that appears below and on the next several pages. When you have finished reviewing the scrapbook sample, please wait for the workshop facilitator to give you further instructions for this activity.

EXAMPLE ENTRIES FOR A SCRAPBOOK

COLLEGE: Business Administration

MAJOR: Accounting

JOB DESCRIPTION: Accountants prepare and analyze financial reports. They may specialize in auditing (reviewing financial records and reports to judge their reliability), taxes or budgeting and control. The major fields include the following:

Public Accounting--independent or employees of accounting firms.

Management--handling financial records of industry or private firms.

Government--examining records of government agencies and of private agencies subject to federal regulation.

RESOURCES:

Career Resource Center: *Occupational Outlook Handbook*. See Accountant for a general job description, including typical work settings, responsibilities, training required, and salary ranges.

Video Tape #7--"Job Talk"--a representative from Arthur Anderson, public accountants, discusses job opportunities in the company.

COLLEGE: Business Administration

MAJOR: Computer and Information Sciences

JOB DESCRIPTION: Programmers prepare step-by-step instructions for the computer to follow in processing information. They may specialize in business or scientific use of the computer.

Systems analysts develop methods to use computers. They recommend which data processing equipment is to be used, prepare instructions for programmers and translate results for managers or customers. Those working with business systems may develop functions for accounting, forecasting sales, or marketing research. Experience as a programmer is often desired.

RESOURCES:

Career Resource Center: *Occupational Outlook Handbook*. See Computer Programmer and Systems Analyst for general job descriptions, including typical work settings, responsibilities, training required, and salary ranges.

Video Tape #3--"Job Talk"--a representative from Texas Instruments discusses job opportunities with the company.

COLLEGE: Engineering

MAJOR: Civil Engineering

JOB DESCRIPTION: Civil Engineers design and supervise the construction of roads, harbors, airfields, tunnels, bridges, water and sewage systems, and buildings. Specialities within this area include structural, hydraulic, environmental, sanitary, transportation, and soil mechanics. Professionals in this field may be in a supervisory or administrative position and involved in teaching, design, planning, research, and inspection.

RESOURCES:

Career Resource Center: *Occupational Outlook Handbook*. See Civil Engineer for a general job description, including typical work settings, responsibilities, training required and salary ranges.

Slide Tape #2--"A Career in Civil Engineering"--a review of past accomplishments, present job possibilities, areas of specializations, and future directions for Civil Engineers.

COLLEGE: Engineering

MAJOR: Electrical Engineering

JOB DESCRIPTION: Electrical Engineers design, develop, and supervise the manufacturing of electrical and electronic equipment, i.e., electric motors, communication equipment, pacemakers, radar, computers, laser and missile guidance systems. They usually specialize in a major area such as electronics, electrical equipment, manufacturing, communications, or power and may be involved in research administration and management, technical sales, and teaching.

RESOURCES:

Career Resource Center: *Occupational Outlook Handbook*. See Electrical Engineer for a general job description, including typical work settings, responsibilities, training required, and salary ranges.

Slide Tape #4--"A Career in Electrical Engineering"--a descriptive and historical look at electricity and electrical engineering, and a discussion of types of work done by electrical engineers.

Slide Tape #25--a description of departmental requirements, curriculum, and job options this major offers students.

Video Tape #4--"Job Talk"--a representative from Westinghouse discusses job opportunities with the company.

COLLEGE: Health Related Professions

MAJOR: Medical Technology

JOB DESCRIPTION: Medical technologists provide physicians with laboratory data related to diagnosis and treatment of patients and to medical education and research. They perform chemical, microscopic, and bacteriological tests of blood, other body fluids, and body tissues. Most are employed in hospitals, clinics, public health laboratories, or physicians' offices.

RESOURCES:

Career Resource Center: *Occupational Outlook Handbook*. See Medical Technologist for a general job description, including typical work settings, responsibilities, training required, and salary ranges.

COLLEGE: Pharmacy

MAJOR: Pharmacy

JOB DESCRIPTION: Pharmacists dispense drugs prescribed by medical practitioners, supply and advise people on the use of nonprescription drugs and advise physicians on proper selection and use of drugs. For those employed in community pharmacies, duties may include purchase of merchandise, supervision of personnel, and general management of the pharmacy. Pharmacists in hospitals and clinics may also make sterile solutions, teach in nursing or allied health profession colleges, and serve as consultants to the medical team.

RESOURCES:

Career Resource Center: *Occupational Outlook Handbook*. See Pharmacists for a general job description, including typical work settings, responsibilities, training required, and salary ranges.

Slide Tape #38--"Career Opportunities in Pharmacy"--a description of different types of jobs available for pharmacists, course requirements, requirements for admission into the college, and employment opportunities in the field.

NOTES

Learning Experience 5

Communicating with Ethnic Minorities

OVERVIEW

COMPETENCY	Communicate more effectively with ethnic minorities.
READING	Read Competency 5 on page 15.
LEARNING OBJECTIVE	Match 10 out of 12 written verbal statements with the correct label of a sending or receiving message for communication with ethnic minority persons.
INDIVIDUAL ACTIVITY	Complete a worksheet on communication response.
INDIVIDUAL FEEDBACK	Compare your answers to the worksheet with those provided.
GROUP ACTIVITY	Practice sending and receiving messages.

INDIVIDUAL ACTIVITY

Complete a worksheet on communication responses.

Review the reading for Competency 5 on page 15. It discusses different types of communication messages and the effects they can have on ethnic minority persons. Definitions, subtypes, and examples of sending and receiving messages are provided. When you have completed that section, review the following key points.

1. Developing effective communication skills with ethnic minorities is an essential step toward providing better career guidance services.
2. Effective communication helps you to establish genuine interpersonal relationships with ethnic minorities.
3. Honest communication, meaningful dialogue, and the development of authentic relationships with ethnic minorities require a commitment from you.
4. An authentic relationship is one in which there is a full acceptance and recognition of differences and a mutual appreciation and valuing of these differences.
5. All communication between two people involves sending and receiving messages.
6. It is equally important to receive a message as it is to send a clear message.
7. The ability to send and receive messages is essential for effective communication to occur.
8. There are some specific ways to send and receive messages in communicating with ethnic minority students.
9. Three ways to **send** messages are: (a) providing alternatives, (b) providing encouragement, and (c) providing challenges.
10. Three ways to **receive** messages are: (a) acknowledging messages, (b) accepting messages, and (c) empathizing messages.

Once you feel comfortable with this section's reading material, contact a friend or colleague who is willing to discuss the content with you. In your discussion, pay particular attention to the types and examples of sending and receiving messages. Both of you should try to identify messages you frequently use and ones you would like to use more often.

Complete the following worksheet.

Worksheet
Responses

Your task is to indicate what type of sending or receiving response is stated below. Select the best type, then mark the appropriate symbol next to the response. Use the following symbols:

PA--Providing alternatives response

PE--Providing encouragement response

PC--Providing challenges response

AM--Acknowledging messages response

ACM--Accepting messages response

EM--Empathizing messages response

____ 1. Let's talk about some of the careers in which you have an interest. Then, we can talk about the advantages and disadvantages of each one.

____ 2. Mm-hm

____ 3. You must feel very bad about these results. I know how hard you studied for those tests. It is discouraging, but not as bad as it seems.

____ 4. You did a very good job on this paper. I think this shows that you have the ability to do well in the course. Keep up the good work!

____ 5. Yes! I think you're beginning to find some answers to your career problem. It sounds like you've given this a lot of thought. You have a lot to say about it from what I've heard so far.

____ 6. If you really want to, you can become an engineer. You seem to like math and science and do well in those classes. I think all you have to do is make it a goal you really want to reach.

____ 7. I'm listening and following what you're saying.

____ 8. I know you're happy about that acceptance letter from the training program you applied to. You've worked hard and you should feel good about being accepted, you earned it.

____ 9. Let's talk about some of the obstacles you might face if you make that career decision.

____ 10. I think you can be one of the best mechanics in the business, if you're willing to study hard. You have the ability, all you need is the desire to want to do it. I know you can do it, if you want to.

____ 11. That's it! These test results mean that you can be accepted into any college you want to attend. You're on your way! Good job, keep up the good work!

____ 12. I really understand what you're saying to me. You've been thinking about this decision for a long time. You've made a lot of good points.

INDIVIDUAL FEEDBACK

Compare your answers to the worksheet with those provided.

Successful completion of worksheet and the learning objective for this section means you must have answered 10 of the 12 questions correctly. The correct answers are:

(1) PA
(2) AM
(3) EM
(4) PE
(5) ACM
(6) PC
(7) AM
(8) EM
(9) PA
(10) PC
(11) PE
(12) ACM

Check your answers against this list and review the appropriate parts of the text for any answers with which you disagree.

GROUP ACTIVITY

Practice sending and receiving messages.

Note: The Individual Activity should be completed before this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants read the description of the handout "Practicing Sending and Receiving Messages" on page 59.	
B. The Rounds	
1. **Round 1:** (15 minutes)	
a. Place participants in groups of three.	Try to separate people who know each other.

Facilitator's Outline	Notes
b. Ask them to practice using the three types of sending and three types of receiving responses previously discussed in the reading. The examples of sending and receiving messages provided in the text should be used in this activity as a model. One person in the group will be the sender, one a receiver, and one an observer. Senders should practice providing alternative, encouragement, and challenge responses in their communication. Each member of the group takes a turn receiving. The observer gives positive or redirection feedback to each participant at the end of each practice session and provides ideas for them in the next practice session. Each member of the group should assume each role for 5 minutes during the activity.	Rotate among the groups so you can help any persons who have difficulty with this activity.
2. **Round 2:** (5 minutes)	
a. Place participants in a large group.	
b. Ask them to discuss how they can use these sending and receiving responses in their career-related communication with ethnic minority persons to whom they provide career guidance.	You may want to try to list on a chalkboard or flip chart any conclusions on which the whole group agrees.
C. Wrap Up	
1. Ask participants to outline, in writing, those communication skills they would like to improve with ethnic minority persons. This activity should synthesize what they have learned on this section's learning objective. They might want to go as far as indicating skills they wish to improve and also how they will go about it and when.	Encourage them to make their plans individually. Try to consult with all participants to review their plans of action.
2. Review the list of references with the participants.	
3. Conduct a brief discussion on any questions that participants have about this module.	

NOTES

Handout

Practicing Sending and Receiving Messages

This activity will help you to learn how to send and receive messages in your career-related communications with ethnic minority clients. You will work in groups of three and in a large group for this activity. You will be asked to practice sending and receiving messages with another member of your group. Please wait for the workshop facilitator to give you further instruction for this activity.

NOTES

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)
1. Your attitudes and feelings toward ethnic minority persons.	0 1 2 3 4	0 1 2 3 4
2. The reasons behind your attitudes and feelings toward ethnic minorities.	0 1 2 3 4	0 1 2 3 4
3. Identification of stereotypes about ethnic minorities	0 1 2 3 4	0 1 2 3 4
4. Consequences of stereotyping.	0 1 2 3 4	0 1 2 3 4
5. Developing a personal plan to improve your relationship with ethnic minorities.	0 1 2 3 4	0 1 2 3 4
6. Developing a personal plan to use culturally relevant career guidance materials.	0 1 2 3 4	0 1 2 3 4
7. Communicating with ethnic minority persons (sending messages).	0 1 2 3 4	0 1 2 3 4
8. Communicating with ethnic minority persons (receiving messages).	0 1 2 3 4	0 1 2 3 4
Overall Assessment on Topic of Helping Ethnic Minorities with Career Guidance	0 1 2 3 4	0 1 2 3 4

Comments:

_____

_____

_____

_____

_____

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Help Ethnic Minorities with Career Guidance*

Module Number: CG C-15

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Discuss feelings and attitudes toward ethnic minority persons.	1. Were participants able to openly share their feelings and attitudes? 2. Did the comments of participants indicate increased awareness of others' feelings or attitudes toward ethnic minorities?
Group Activity Number 2: Role play a social event.	1. Did each participant interact with at least one other? 2. Were participants able to describe their reactions to the labels in such a way that observers could sense their sensitivity to such problems faced by clients?
Group Activity Number 3: Send and receive messages in small groups followed by large group discussion.	1. Did all participants have a chance to send, receive, and observe? 2. Were most messages rated as effective or was there at least an improvement in messages during the practice period?
Group Activity Number 4: Develop an action plan to improve relations with ethnic minorities.	1. Did most members participate in the listing of possible actions and behaviors to pursue? 2. Did they demonstrate knowledge of how to develop a practical plan?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 5:	
Develop an action plan to use culturally relevant career guidance materials.	1. Did members of the group participate in the activity? 2. Is their action plan feasible? desirable?

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ADDITIONAL RESOURCES

Career Education and Minorities. Publication No. (OE) 77-00508. Roberta H. Jackson. Monographs in Career Education, Department of Education, Washington, DC 20202. 1977.

This 94-page monograph discusses the concept of career education for minorities. A fine review of career education concepts is related to ways in that these concepts have been received by minority leaders during the early years of the career education effort. From this point the author analyzes issues with which minority leaders have been concerned in career education. A set of implications and recommendations closes this monograph.

Counseling Non-White Students in an Era of Integration. (ERIC Document Number 170 430). Robert L. Clayton. National Institute of Education, Washington, DC. 1979.

Proceeding from the assumption that many current educational efforts toward integration of nonwhites have been unintentional or have occurred by historical accident, this guide states that American schools today are more correctly described as interracial than as integrated, and that counselors can play a significant role in changing this situation. After presenting some negative illustrations of current conditions at local levels, it generalizes broadly about how they represent the instability of counseling services for nonwhite youth. The guide offers some suggestions for counseling various groups of nonwhite students, and then describes specific programs found at elementary, high school, and postsecondary levels, and in community agencies, that are designed to respond to nonwhite student needs. The paper concludes with a plea for persons in the helping professions to chart new directions in cross-cultural counseling, to abolish velvet racism, and to do everything possible to make true integration a reality.

Ethnic Minority Research: Trends and Directions. (ERIC Document Numbers ED 126 299 and CE 007 384) Sue Stanley. 1978.

In asserting that there is a need for research on ethnic minority groups, this paper discusses the trends and directions for such research. Recommendations are made in areas such as the types of research needs, the relationship between research and minority group needs, increasing the utility of research, the appropriateness of methodological and conceptual strategies, the involvement of qualified and sensitive researchers, increased collaboration between researchers and the community, the enhancement of mental health, the need for more research funds, and improved access to policy makers and funding sources. It is also argued that if the research needs of ethnic minorities are to be dealt with, the current trend to include more minority group persons on research review groups, in administrative positions, and as decision makers must be expanded.

Focus on Alienated Minority Youth: The Multidisciplinary Approach. (ERIC Document Number ED 169 458), 1979. Octavia B. Knight.

The report focuses on prevention and intervention strategies for reducing violent and vandalistic behavior of alienated secondary school youth, particularly those from minority groups. Suggestions are offered for regular and resource teachers, as well as others concerned with those adolescents who present behavior problems. Initial sections address a description of the alienated youth population, the cycle of frustration and failure experienced by minority youth, disruptive behavior as a public problem, parental responsibility, and the role of the school. The School Climate Approach to prevention is explained to deal with improving interpersonal relationships among students, parents, teachers, and the school community with emphasis on self image, academic skills, and human relations skill development. It is stressed that the multidisciplinary concept is necessary for effective intervention with alienated youth. Psychological consequences of alienation, as well as benefits from intervention, are also mentioned.

"Taking Counseling to Minority Students: The Classroom as Delivery Vehicle." (ERIC Document Number ED 171 068), 1979. *Personnel and Guidance Journal*, Paul G. Schauble et al. 1979.

This article discusses an alternative treatment approach for helping minority students learn a variety of academic and coping skills. A special services course was designed and taught by two counseling psychologists who were assisted by peer counselors and graduate student group leaders. The goals of this course were to help students develop a more positive set of self-evaluations and to increase individual responsibility and group cooperation among the students. Specifics of the course are presented, and evaluation methods are suggested.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
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David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
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Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
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American Coalition of Citizens with Disabilities

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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